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The First Practical Steps In Selecting Gifted Children In a Large City School

By JULIE E. BADANES

With an Introduction

By SAUL BADANES, Pd. D.

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In Selecting Gifted Children
In a Large City School

By JULIE E. BADANES

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INTRODUCTION

CHAPTER I.

THE DEVELOPMENT OF METHOD OF TESTING INTELLIGENCE TOGETHER WITH THE SOCIOLOGICAL AND PEDAGOGICAL SIGNIFICANCE.

THAT there is a close connection between native endowment of the pupil and educational practices is a well-known fact. Over two thousand years ago, by admitting to his school only those pupils who were well versed in arithmetic, Pythagoras, the old Greek philosopher, showed that he saw the connection between intelligence and education. We can trace this idea through the entire history of education.

The idea of measuring, not estimating, the intelligence of school children, not adults, and the idea of establishing a norm for every school year has been aimed at during the last fifteen years.

The first one to discover a measure or scale, based on age-performance, was Alfred Binet. He issued three series—one in 1905, another in 1908 and a third in 1911. Each one was an improvement on the preceding one. He died in 1913 while he was revising his last series. After the death of Binet, the “Société Binet” was organized for the purpose of continuing his work, but the war stopped it. In America, the Binet scale was revised by Goddard, and later, by Terman.

Binet's tests were originated for the purpose of discovering dull and sub-normal children. Cyril Burt devised a test for the discovery of super-normal children. See “Journal of Experimental Pedagogy” for June and December, 1919.

During the last ten years, the question of individual differences among school children came to the front both from a theoretical and a practical point of view. The leader in that movement was E. Meumann.

Meumann, who devoted 800 pages of the second volume of his lectures on problems of the intelligence of pupils, tells that the problems of endowment or the individual differences of intelligence of school children are of very great importance for the pupil and the teacher. According to Meumann, the problem of measuring the intelligence of school children is the basic problem of edu-

tional reform. Further, Meumann declares, the latest step in education demands freedom of movement of the teacher in selection of methods of teaching. It also requires free development of the individuality of the pupil. Both cannot be realized without the knowledge of the intelligence of the individual pupil.

The full development of the method of testing intelligence and its far-reaching practical applications have been worked out by William Stern. It was he who taught us to state the final result in the form of an Intelligence Quotient (IQ). His ideas are embodied in the following books: "The Psychological Methods of Testing Intelligence"—the first edition was translated by G. M. Whipple in 1914. The third and last edition was published in 1920. The third edition was considerably enlarged and the critical evaluation of every test was given.

There are three more volumes: "The Selection of Gifted Children in Public Schools," "The Investigation of the Intelligence of Children," "The Method and Technique of Testing the Intelligence of Children." The above were published in 1919 and 1920.

In these books, Stern advocates the necessity of enlisting the aid of the teacher in discovering gifted children by means of Observational Records. These Records are to supplement the work of the psychological tests. In fact, Stern has added a new factor in the method of testing the intelligence, namely, the use of Observational Records. Only by combining the Observational Record and the tests can the best results be obtained. The aim and reasons for the Observational Records are given in the next chapter.

We have now reached a stage in the development of the method of diagnosing the psychological endowment of school children that an intelligent teacher may be able to discover the level of his pupils' intelligence and offer a prognosis of the future educational and vocational aptitudes of the children. Hence, our leading educational psychologists, such as Goddard, Terman, Whipple and others, are demanding the use of intelligence tests in the grading of school children and are demanding the organization of special classes for gifted children. Goddard demands that children of superior mentality should receive the broadest and best education. They should not be hurried through the grades, but they should be given broader opportunities in the form of an enriched curriculum.

Not only educational psychologists, but sociologists are demanding that better opportunities be provided for gifted children. One of the results of the war was an educational awakening which gave

an impetus to the many suggestions of educational reform which arose. This has placed in the front ranks the problem of gifted children and the problem of organizing our elementary schools upon the basis of intelligence.

William H. Allen in his book, "Universal Training for American Citizenship," devoted a whole chapter to the "Training of the Specially Gifted." In this chapter, Mr. Allen says that no one needs training more than do the specially gifted. We are interested in their training for the use of their gifts for citizenship and public service. Patriotic sanction has been given to the recognition of the specially gifted.

In the same chapter, Mr. Allen tells us that our schools are in a strategic position for detecting ability that is above the average. Our schools should help boys and girls to develop along the lines of their major capacities and dominant interests.

We see from the above that the selecting and training of gifted children not only satisfies the demands of the educational psychologist, but fully realizes the ideal of the educational sociologist. The sociological ideal of education is expressed in terms of self-development and social service.

But these high motives and methods have so far not been carried out on any considerable scale. The reason for this is that educators have not used these high motives and methods to any great extent.

We have recently learned that the education of gifted children has been organized on a large scale in many foreign cities. In some European countries, the policy of organizing schools for the gifted has been embodied in their constitution. The first information of these plans reached us in 1920. In that year, P. H. Pearson published an article in "School Life", a publication of the Bureau of Education, Department of the Interior. According to Pearson, Democratic Germany, in furtherance of her plans to rehabilitate herself and to replace the intellectuals lost in the war, has reorganized her elementary schools with a view of selecting the children with superior intellectual endowments. These children have been given an enriched curriculum.

Pearson, however, is not the only observer to report on foreign educational events. Other educators have informed us of the activity of the French government to stimulate public interest in the educational rehabilitation of France. The French are advocating the education of gifted youths largely along commercial and technical lines. This education is to be at public expense.

Democratic Germany has extended her educational policy to the elementary schools. This policy has arisen in response to the insistent demand for a new form of thrift. Not money, but ability; not material thrift, but human thrift are the watchwords of this new movement.

We may mention the following as a realization of the above demands:

In 1918, under the direction of William Stern, the public schools of Hamburg were organized on the basis of the ability of the pupils. In the same year in Hamburg, a new type of intermediate school with a five year course was created. This intermediate school was organized for 5% to 6½% of the children after they have completed the work of the first four years of the elementary school. In 1918, the number of children in the fourth school year was about 20,000. About 5% of that number were selected for the new type of intermediate school. In 1919, the following year, 1,260 pupils, boys and girls of ten years of age, were admitted to the special school for gifted children. They were selected by the following method:

1,658 pupils applied for admission; of that number, 878 children were admitted on the basis of the Observational Record kept by the teachers for those children; the other 780 children were tested and 382 of them were admitted.

Stern further tells that these children, beginning with the fifth year, were not hurried through the grades, but were given a richer curriculum which consisted of one foreign language, French or English, and a more intensive study of mathematics, mother tongue and nature work.

According to recent reports that have reached us the example of Hamburg has been followed by many other cities. Teachers have gladly assumed greater professional responsibility in order to make a reality what the science of educational psychology has made a possibility.

The Observational Record that follows in Chapters II and III has been prepared in the spirit of making our teaching profession of greater help to our children and to our community.

The Observational Record is the first step in the process of selecting gifted children in a large city school.

SAUL BADANES.

CHAPTER II

REASON AND PURPOSE OF AN OBSERVATIONAL RECORD.

THE leading aim of the Observational Record is to make individual treatment of every child possible. This is especially necessary where there is a disagreement between the pupil's school record and the result of the intelligence test.

Under the direction of William Stern, an Observational Record for the selection of gifted children was prepared. This was done to make the teacher's judgment the basis of selection as well as to supplement the work of the intelligence tests.

In 1918, it was found that only two-thirds of the applicants for a school for gifted children could be accommodated. The psychological tests were so arranged that one-third of the applicants fell below the established norm.

According to the tests, that third that fell below the norm would have been denied admission to the school for gifted children. By utilizing the Observational Record, it was found that 36% of the children who failed were recorded by the teacher as pupils who worked with a low rate of speed. Samples of the test, taken at random, showed that the pupils who failed did not finish their work. Evidently the time given was too short for these pupils.

Very often slowness goes hand in hand with thoroughness. Only the teacher's judgment, based on the Observational Record, can correct the results of the Psychological Tests.

The essential characteristics of our psychical life are not expressed merely as a reaction to tests, but they are manifested in spontaneous action. These spontaneous manifestations, which are often the most important, are only accessible to observation.

Intellectual experiments can never express all our psychical life; such as, our emotions and will. The emotions are the fundamental forces of our character. See "The Foundations of Character" by Alexander Shand, "In the Search of the Soul" by B. Hollander, "Character and Intelligence" by Edward Webb.

By means of experiments, we cannot discover initiative, perseverance, steadiness, firmness to carry out a resolution, power of organization, ambition.

Tests give a momentary picture of the pupil's ability during the test, but give us no insight into the pupil's past ability and rate and possibility of progress.

In a large city, tests only were used to select bright children. After a short time, 25% of the pupils were excluded from the classes for bright children on account of their lack of ability to sustain themselves in their classes. The school authorities decided in the future to use Observational Records to supplement the work of the tests.

In addition to the above reasons, W. Stern mentions the following advantages to the teacher of the Observational Records:

1. The method of estimating the intelligence of the pupil by the teacher is the best way of introducing the teacher to the study of psychology with its educational applications because the teacher is forced to make a concrete psychological study instead of an abstract one. He fully agrees with Alfred Binet who says that estimating the intelligence of the pupils gives valuable contributions to the psychology of the teacher as well as to the psychology of the pupil.

2. Estimating the intelligence of the pupils helps the teacher to obtain a deeper insight into the different psychological characteristics of the children in his class and enables him to see whether his pupils are on the same or different levels of intelligence.

3. It enables the teacher to see where there is harmony between intelligence and school attainments in his pupils, and where there is lack of harmony. Where there is lack of harmony, the education of the pupil is more difficult, and is a warning to the teacher to look for the causes. The teacher should seek to meet these causes and to remove or minimize them.

In preparing our psychographic study, we have made a critical study of many Observational Records. The most important were the following:

Observational Records prepared by Alfred Binet.

Observational Records prepared by A. Lasurski of Petrograd. This record has been used by many as a basis for preparing Observational Records.

Observational Records prepared under the direction of W. Stern—First and second editions.

Psychographic Observational Record for Selection of Gifted Children in Elementary Schools by Rebhuhn.

The Study of the Individuality of the Children of the First Four Years by Dr. F. Schneider.

We have found that some records do not give the home conditions of the pupil; others ignore the physical basis of the child; some do not record school attainments; many give no account of the different forms of self-expression of the child; no one, it seems, requires that the final step should give a summary of the main characteristics of each child.

The Observational Record separates the personality of the child into a series of functions. In order to help the child, the teacher must deal with the personality of the child as a whole. We believe, therefore, that a chart giving the main characteristics of the child should be made for each pupil. This fully agrees with B. Hollander in his book, "In Search of the Soul." Mr. Hollander says, "Each child should have a chart made of his main characteristics showing his sentiments, emotions and propensities."

In preparing an Observational Record, the question as to length has been raised. Is it easier to work with a short or a long one? We believe that it is easier to fill out a more detailed record because it presents the characteristics of the pupil in a simple, concrete way. A brief record is forced to present the characteristics in an abstract, general form.

CHAPTER III

A PSYCHOLOGICAL-PEDAGOGICAL OBSERVATIONAL RECORD FOR THE SELECTION OF GIFTED CHILDREN IN THE ELEMENTARY SCHOOLS.

I. Preliminary Statement.

1. Name of pupil.
2. Date of birth.
3. Name and occupation of father.
4. Occupation of grandfather.
5. Number of rooms occupied by parents.
6. Number and age of brothers and sisters of pupil.
7. State of health and distinctive psychological characteristics of brothers and sisters, noting particularly their grade of intelligence.

II. General condition of the senses and the nerves.

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
a. Is the pupil near-sighted or far-sighted?	In reading, writing, in interpreting charts, and in reading from black-board.	Sharp or moderate, near-sighted or far-sighted.	
b. Is there a disturbance in his sense of color?	By using color charts in drawing or geography; or in color work with crayons, water colors, or cutting colored paper.	Name the particular color or colors that the pupil does not recognize with certainty.	
c. Is sense of hearing good or bad?	In oral instruction; observation of earache, running of the ear, cotton in the ear, etc.	He hears very well, well, or with difficulty with one or two ears.	
d. What is his power of smell, taste, touch?	His reaction to pleasant or unpleasant odors; such as, fragrance of flowers, etc. Has he pleasure in strong or mild flavors? His reaction when he falls or is physically injured.	Sub-normal, normal or super-normal.	
e. Nervous irritability.	1. The way he sits and stands. 2. The way he impresses you at the end of a school period, at the end of the morning, in the afternoon, end of week, end of term; after a period of arithmetic or gymnastics. 3. His reaction during a thunder storm or during extreme heat or during change of weather. 4. His reaction before, during and after examinations, excursions and school festivals.	1. Quiet or fidgety. 2. Very easily fatigued, easily fatigued or difficult to fatigue—Physically and mentally. 3. Very little influenced, moderately influenced, considerably influenced. 4. Highly excited or calm.	

III. Psychical Attributes.

1. ATTENTION.

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
a. Is the attention easily aroused?	Observe involuntary attention of child.	Easy, medium or slow adjustment of attention.	
b. Does the pupil possess the ability to concentrate his attention?	During all instruction, especially in subjects which he doesn't like. Note during drill and review lessons.	Is the attention unstable, fluctuating or irregular?	
c. Is the pupil's attention easily distracted?	Effect of slight disturbances; such as noise by pupils or noise from street—the effect of slight physical discomforts or slight pain.	Fixative or fluctuating.	
d. Can the pupil attend to several things at the same time?	1. Simultaneously listening to the teacher and studying an object or illustration. 2. Watching a game and observing events at same time.	Distribution of attention on various things at the same time.	
e. Can the pupil maintain his attention for a considerable length of time or for a short period only?	In all subjects of study including those which he doesn't like, especially during drill, review and oral recitation.	Does the pupil warm up easily at the beginning, middle or end of the school lesson?	

2. MEMORY AND LEARNING.

a. Does the pupil memorize easily and quickly or slowly and with difficulty?	History, language, work, music.	Easily and quickly or slowly and with difficulty.	
b. Does the pupil memorize in a mechanical manner, word for word, (verbally), without paying attention to the meaning, or does he memorize according to the content and meaning, memorizing and retaining the essentials?	Mechanical memory shows itself when he recites what he has committed to memory, making absurd errors and emphasizing the wrong points.	Mechanical (verbal) or logical (judicious).	
c. Is it easier for the pupil to use his logical or mechanical memory or does he combine both?	Memory tables in arithmetic; repeating stories.	Logical or mechanical or combination of logical and mechanical.	
d. Does the pupil retain for a long or a short period what he has memorized?	Review lessons.	Temporary retention or prolonged retention.	
e. Does the pupil recall accurately or inaccurately?	In school subjects.	Accurate or inaccurate.	
f. Does the pupil respond quickly and accurately or slowly and doubtfully with the material he has memorized?	Can he answer in review lessons promptly or does he need time to recall?	Ready, sharp or slow and doubtful.	

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
d. Does the pupil possess the ability to combine concepts and thought and find the true relation between them?	Solving riddles or puzzles; forming sentences from one or more given words; filling blanks in sentences; explaining and applying proverbs and figures of speech; independent solution of problems.	Strong, medium or weak power of combining.	
e. Does the pupil possess the ability to compare and to contrast?	In description of nature and geography; in word study; in arithmetical operations.	Good, medium or poor power of comparing and contrasting.	
f. Does the pupil comprehend the central thought?	In reading, especially fables.	Good, medium or poor comprehension of central thought.	
g. Can the pupil work independently or does he need help?	In preparing homework without help; independent solving of problems; understanding of reading matter not taken up in classroom; expressing original thoughts in composition.	Able, slightly able, or not able to do independent intellectual work.	
h. Can the pupil independently frame intelligent questions having in mind what, why and how?	Observe the motive of the questions given by child—curiosity, aimless, out of mere habit, to show his importance.	Good, medium or poor in creative thinking; mental freedom in raising questions.	
i. Does the pupil possess the ability and inclination to criticism and self-criticism?	In correcting mistakes in spelling, dictation, drawing; reporting when he is required and when not required; critical evaluation of the action of persons in history, reading and of his fellow pupils; reporting his own mistakes carefully or carelessly.	1. Inclination or lack of inclination to criticize. 2. Ability or inability to criticize.	
j. Does the pupil find his way quickly in new conditions, in unexpected difficulties?	In carrying out the teacher's orders; when he is called upon for the first time to render service in a game or to help when some apparatus is missing and another is substituted; in excursions and when accidents happen.	Power of adaptation or inability to adjust and to help himself.	

5. EMOTIONS.

a. Observe from the action of the pupil the main characteristics of his disposition.	Play, school-work, study periods, school excursions, school festivals.	1. Continually cheerful in difficult positions. 2. Sad and depressed. 3. Earnest without being sad.
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A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
b. Are the pupil's feelings aroused with ease or difficulty? Are they lasting or transitory? Apply the above to the following emotions:	Observe during one or more school terms.		
1. Egotistic sentiments, especially the knowledge of his own worth and his own sense of honor.	<ol style="list-style-type: none"> 1. Observe the way he acts towards his teacher and classmates. 2. Observe the way he behaves when he or another pupil is praised or found fault with. 3. When teased does he scold or answer back? 4. Does praise stimulate him to greater effort or vice versa? 	Haughty, bold, daring, confident, over-confident, presumptuous, sensitive, perceptible to praise or blame, friendly, conciliatory, combatative, domineering, ambitious, likes to lead or be lead.	
2. Altruistic sentiments, especially sympathy.	<p>Does he take part in the welfare of others? (Interest in friends and enemies).</p> <p>Is he moved by the fates of his relatives, friends and persons whom he reads about?</p>	Pity, sharing joys and sorrows with others, envy, readiness to help, regard or disregard for others, liked or disliked by others, number of friends-few or many.	
3. Intellectual and aesthetic emotions.	<ol style="list-style-type: none"> 1. Does he enjoy instruction, especially when the purpose of the lesson is stated or the presentation of a new lesson. 2. When he sees pictures, beautiful landscapes, on excursions, during music lessons and when he hears music. 	Outspoken pleasure in acquiring knowledge. Eager to acquire knowledge.	Pleasure in seeing and hearing the beautiful.
4. Moral sentiments.	<ol style="list-style-type: none"> 1. In the social life of the school. 2. In subject - matter that has an ethical content. 3. Observe his good or bad behavior towards his classmates, especially in reference to lying, dishonesty and injustice. 	Lively, moral judgment.	<p>Sense of approval of good behavior. Remorse or compunction. Pleasure from good conduct. Lack of sensibility towards moral value.</p> <p>Outspoken sense of truth. Dislike of lying, dishonesty. Keen sense of justice or lack of keen sense.</p>
c. Is the pupil disposed to anger, fear, impatience, spite, caprices or whims?	During the punishment of a group of pupils, entire class or individual pupil.	Angry, full of fear or fright, impatient, spiteful, capricious or whimsical.	
d. Observe other emotions not mentioned above.	During unusual experiences in the classroom or unusual dealings with the individual pupil.	Super-normal, normal, sub - normal (pathological) cases.	

6. THE WILL.

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
a. Is the pupil lively and active or indifferent and phlegmatic?	<p>1. Faithful discharge of all claims or demands of school.</p> <p>2. Energy with which he carries out his purposes; in competitive games; such as, running, jumping, etc.</p> <p>3. Observe if inactive or languid or indolent.</p> <p>4. Observe how he behaves when he is hindered, or in difficulties, or when he is sick, or when he is disturbed by other people.</p> <p>5. Readiness for mental and physical movements; in rising, walking, running, etc.</p>	Strong, weak or medium; energetic or languid; slow, lukewarm or quick. (Mental, psycho-physical or physical).	
b. Does the pupil persevere in difficulties or does he stop trying soon?	<p>1. In such subjects where he accomplishes little.</p> <p>2. Is he indifferent to his own desires and interests?</p> <p>3. Does he work towards a successful end?</p> <p>4. Does he begin many things and does not finish them?</p> <p>5. Does he work superficially or perfunctorily?</p>	Persevering, consistent, orderly, thorough, unceasing effort; wavering, inconsistent, superficial, fickle, inconstant.	
c. Does the pupil accomplish his work through his own effort or does he need to be stimulated by others?	<p>Home conditions; example of adults and classmates; the influence of their opinions, derision, scorn, sarcasm.</p> <p>Observe if he is outspoken in his opinions.</p> <p>Observe if he tells the truth in spite of consequences.</p> <p>Observe if he is easily influenced by others and if he is critical and credulous.</p> <p>Observe if he is strong in imitation.</p>	Strong, medium or weak in independent thinking and acting.	
d. What is the strength of the pupil's ability to remove obstacles?	Observe if he is able to suppress (inhibit) his emotions and desires; such as pain, pleasure.	Strong, medium or weak self-control.	
e. Is the power of the pupil's will limited by his stubbornness or wilfulness?	During punishment and class discussion.	Strong, medium or weak.	

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
f. What motives decide the action of the pupil? Advantages, pleasure, sympathy, sense of duty, obedience, fellowship, desire for knowledge, emulation, ambition, etc.	Play, school - work, homework, ideals for the future.	High, ordinary, low.	
g. Has the pupil the power of organization? (A correct grasp of the work to see the relation of the different divisions of the work).	At play; self - chosen tasks.	Original or imitative.	

7. LANGUAGE.

a. Is the pupil's language rich in words and phrases, or, are the same words and phrases repeated? (Rich or poor vocabulary).	In recitations, in composition, at play, in conversation with others.	Rich, medium or poor vocabulary.	
b. Is the pupil's oral and written composition: fluent, connected, flexible, or, vice versa.	In oral and written work.	Fluent, connected, flexible, or, vice versa.	

8. MANNER OF WORK.

a. In comparison with his classmates does the pupil work slowly or quickly?	In written and manual work, in drawing.	Slow, medium or quick.	
b. Is the reason for the pupil's quick pace or rate of work due to the following: (1) Superficial or careless work. (2) Genuine ability. (Genuine ability: mastery of knowledge, quick judgment, clear arrangement).	In all lessons.	Superficial, medium or careless; mastery of knowledge; quick judgment; clear arrangement.	
c. Does the rate or pace of the pupil's work add to or detract from the value or quality of the work?	In all lessons, especially written and manual work and drawing.	Good, medium or poor quality of work.	
d. Is lack of ability of the pupil compensated for by diligence in one or more subjects?	In all lessons.	Efficiency of pupil dependent on diligence or ability or both.	

9. SPECIAL INTERESTS AND TALENTS.

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
a. Does the pupil like or dislike certain subjects in the course of study? Which subjects?	During instruction.	Quantity or quality of content or merely personal idiosyncrasies of the pupil.	
b. Are there special reasons for the pupil's preferences and dislikes? (Special aptitudes, real interest for the subject, personal relation to the teacher, etc.).	By questioning the pupil.		
c. Has the pupil special interests outside of school? (Handwork, nature work, gardening, music, etc.).	By questioning pupil and parents.	Objective, subjective or both.	
d. How do these preferences manifest themselves? (During busy work, play, excursions, collecting art or nature subjects, reading, etc.).	By questioning pupil and parents.	Objective, subjective or both.	
e. Does the pupil read from his own inner desire or impulse?	School and home reading.	Strong, medium or weak desire. Fiction, travel, biography, books on nature.	
f. What does he read?	Same as e.	With or without discrimination, once or more; yes or no.	
g. In what manner does the pupil conduct his reading? Does he read indiscriminately any book he gets hold of? Does he read them again? Does he dramatize in games and play the books he has read?			
h. Has the pupil special aptitude for drawing, painting, construction work, handiwork, music, etc.		Strong, weak or no aptitude.	

10. RELATION TO COMMUNITY AND HOME.

a. Does the pupil adapt himself easily and gladly to the life of the community?	Play, leisure. By questioning parents and pupils.	Easily, slowly or with difficulty.
b. (1) Does the pupil get along well with other children or not? (2) Does the pupil prefer to remain alone?	Observation and by questioning his classmates.	1. Willingly or unwillingly or assumes the attitude of an opportunist. 2. Constantly, seldom or occasionally.
c. Is the pupil ready to aid and to co-operate with others.	Same as b.	Hearty, forceful or occasional.

A. Aim of Observation.	B. Opportunities for Observation.	C. Decisive Characteristics or Attributes.	D. Remarks.
d. (1) Does the pupil pity others? (2) Is the pupil malicious, rejoicing at the misfortune of others?	Same as b.	Easily or seldom aroused or no pity. Occasionally or seldom or not.	
e. (1) Is the home education of the pupil strict or lax, sensible or senseless, friendly or unfriendly? (2) Does the home exert a strong influence on his education? Is there no influence exerted by the home?	Questioning pupil and parents.	Strict or lax, sensible or senseless, friendly or unfriendly. Strong, medium or weak influence.	
f. (1) Where does the pupil play? (2) Who are his playmates?	Questioning parents and classmates.	In - doors or out - of - doors. Of same age and grade or above or below his age and grade.	

11. ADAPTATION TO NEW DEMANDS.

a. How does the pupil adapt himself to new demands? (Give a definite statement of the principal characteristics of the intelligence of the pupil).	Observe in the introduction of new subject-matter, or new topics in language work, spelling, arithmetic, nature work, etc.; in studying the lives of great men.	Quick, medium or slow.
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12. ON THE BASIS OF THE INDIVIDUAL STUDY OF THIS RECORD, GIVE A FULL STATEMENT OF THE CHARACTERISTICS OF THE PUPIL.

Individual Psychological-Pedagogical Observation Record

for the

Selection of Gifted Children

in the

Elementary School

By

JULIE E. BADANES

PSYCHOLOGICAL-PEDAGOGICAL OBSERVATION RECORD FOR THE SE

I. PRELIMINARY STATEMENT. 1. Name.

2. Date of birth.

3. Name and occupation of father.

4. Occupation of grandfather.

DECISIVE CHARACTERISTICS

DECISIVE CHARACTERISTICS

3 A

3 B

4 A

4 B

3 A

3 B

4 A

4 B

II. SENSES AND NERVES

4. ABILITY TO THINK

a.
b.
c.
d.
e.a.
b.
c.
d.
e.

III. 1. ATTENTION

f.
g.
h.
i.
j.

5. EMOTIONS

a.
b.
c.
d.
e.a.
b. (1)
(2)
(3)
(4)
c.
d.

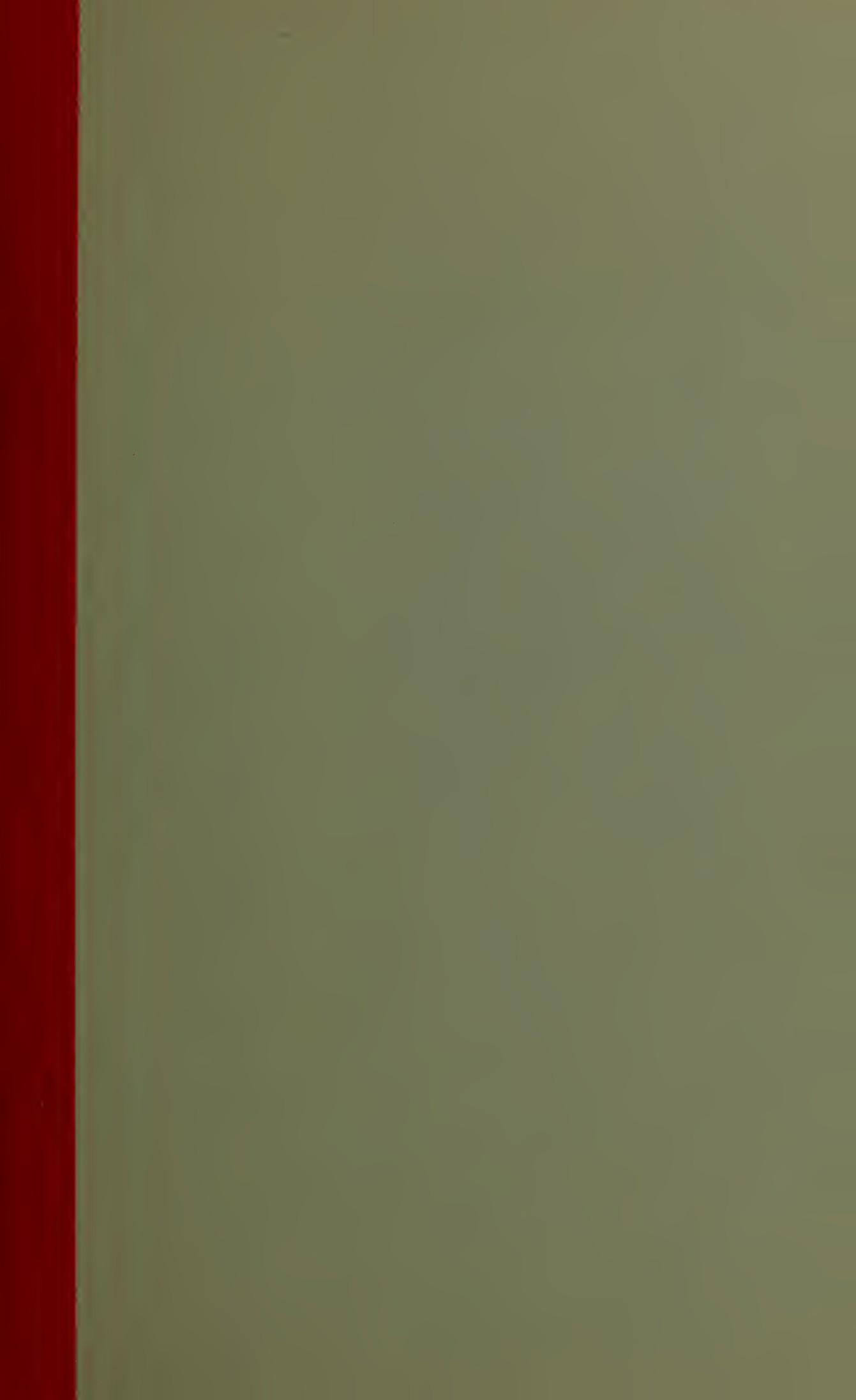
2. MEMORY AND LEARNING

6. THE WILL

a.
b.
c.
d.
e.
f.
g.
h.
i.a.
b.
c.
d.
e.
f.
g.

3. IMAGINATION

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